

# 2014 First Things First Needs and Assets Report Project Overview

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For White Mountain Apache Tribe Regional  
Partnership Council Meeting  
Whiteriver, AZ  
August 12, 2013

# Purpose of this Presentation

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- To introduce The UA Norton School of Family & Consumer Sciences Project Team
- To briefly summarize the Scope of Work for the FTF 2014 Needs and Assets Assessment
- To hear any feedback from the RPC about the 2012 process and products, and to hear priorities for 2014

# FTF Needs and Assets Base Report Scope of Work

- Reports are to provide a snapshot of
  - the characteristics of the region's children under six and their families
  - the assets available to children and families
  - the unmet needs of these children and families
- Examine six goal areas primarily through the collection and analysis of available data
  - 1) quality and access to early care and education
  - 2) health
  - 3) professional development of early care teachers and workers
  - 4) family support
  - 5) public information on awareness of early childhood issues
  - 6) coordination among early childhood programs and services

# Goals of Base Report

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- To understand and convey the particular **character** of the White Mountain Apache Tribe and its families and children
- To identify community **needs** and to recognize and document the considerable **strengths** of the White Mountain Apache Tribe Region that can be leveraged to meet those needs
- To identify, in partnership with the White Mountain Apache Tribe Regional Partnership Council, relevant and “actionable” **recommendations** based on the information gained

# Secondary Data Analysis: Publically available data

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- The FTF central office obtains some data from other state agencies
  - Arizona Dept of Education (ADE), Arizona Dept of Health Services (ADHS), Arizona Dept of Economic Security (DES), and others
- The Norton School team obtains other data from public sources
  - US Census Bureau, Homeless Information Management System, and others
- Data are available at a variety of levels
  - state, county, cities and towns, zip code areas, school districts, census tracts, and others

# Secondary Data Analysis: Tribal Data

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- Securing Tribal Approval:
  - Norton School team prepared a comprehensive Data Indicators Spreadsheet to be presented to Tribal Council
  - Tribal approval granted on April 24, 2013
  - Tribal Resolution requires Norton School team to deliver a final draft for Tribal Council review in July of 2014
- Examples of Tribal Data include (but are not limited to):
  - Tribal enrollment by age
  - WIC Program Maternal & Child Health Profile prepared by ITCA
  - Child Care and Development Fund Program Annual Report (ACF-700 Form) and Supplemental Narrative
- **Identify Tribal Data request protocol**

# Secondary Data Analysis: FTF Dissemination and Suppression Guidelines\*

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- Norton School team contractually required to follow First Things First Data Dissemination and Suppression Guidelines
  - “For data related to **social service** and **early education** programming, all counts of **fewer than ten**, excluding counts of zero (i.e., all counts of one through nine) are suppressed. Examples of social service and early education programming include: number of children served in an early education or social service program (such as Quality First, TANF, family literacy, etc.)”
  - “For data related to **health or developmental delay**, all counts of **fewer than twenty-five**, excluding counts of zero (i.e., all counts of one through twenty-four) are suppressed. Examples of health or developmental delay include: number of children receiving vision, hearing, or developmental delay screening; number of children who are overweight; etc.”

*\*First Things First – Data Dissemination and Suppression Guidelines for Publications*

# Primary Data Collection

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- Brief Key Informant Interviews with representatives from Tribal Agencies
  - Describe services being offered
  - Identify services/programs that are particularly successful (assets)
  - Identify community needs
  - Work with Regional Director and RPC members to identify priority areas/agencies/individuals





# Primary Data Collection - FTF Family and Community Survey

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- To collect data for School Readiness Indicator 10
  - “Percent of families who report they are competent and confident about their ability to support their child’s safety, health and wellbeing”
- FTF Research and Evaluation office requesting we use standardized survey items
  - Recognizes that wording needs to be revised
  - Recommends sample of 295 parents/caregivers, but acknowledges this is aspirational
- Where, how, who: to be determined in collaboration with RPC, Regional Director and other community stakeholders
- Prioritize community involvement to the extent possible
- Additional questions may be added to the required items
  - Depending on final version of the survey
  - Important to start thinking about possible subject areas to explore

# Questions and Comments?

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